

# Pound Hill Pre- School Policy and Procedures

## 4.1 The role of the key person and settling-in



### Policy statement

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. A key person approach benefits the child, the parents, the practitioners and the setting by providing secure relationships in which children thrive, parents have confidence, practitioners are committed, and the setting is a happy and dedicated place to attend or work in.

We want children to feel safe, stimulated, and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the setting.

We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in settings.

### Procedures

We allocate a key person and Buddy Key person before the child starts as set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage.

- The key person is responsible for the induction of the family and for settling the child into our setting.
- The Buddy key person takes the role of the key person when they are not present.
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person works with the parents to plan and deliver a personalised plan for the child's well-being, care, and learning.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a child minder, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- The key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up to date, reflecting the full picture of the child in our setting and at home.user

- The key person encourages positive relationships between children in her/his key group, spending time with them as a group each day.
- We promote the role of the key person as the child's primary carer in our setting and is the basis for establishing relationships with other practitioners and children.

*Settling-in*

- Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information (including our 'Welcome Pack' and policies), displays about activities available within the setting, information and play visits.
- We will carry out home visits with a member of Management and the Key Person or the Buddy Key Person
- Parents will receive a photo of the key person and the Buddy key person at the home Visit so they can recognise them.
- We aim to allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- We offer up to two settling sessions for children. The first session at which a child attends to explain and complete, with his/her parents, the child's registration records. Additional settling session are intended to enable the child to further explore the setting and engage in preschool activities and meet their key person for a longer period. We continue to liaise with parents whilst children are settling and jointly decide on the best way to help the child to settle into the setting.
- We judge a child to be settled when they have formed a relationship with a practitioner/ key person; for example, the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially in the case with very young children.
- Within the first term of starting, we discuss and work with the child's parents to discuss their child's progress to date and agree on the next terms 'next steps'

This policy was adopted by: ...K Platt.....  
Role of signatory: ...Manager.....  
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